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ABSTRACT

THE CONTENTS OF THIS REPORT ARE DESIGNED TO AID THE RESEARCHER CONCERNED WITH CONCEPT LEARNING. THIS PUBLICATION CONTAINS: (1) RATIONALE AND STRATEGY FOR COMPILING THE BIBLIOGRAPHY, (2) A DEFINITION OF THE WORD CONCEPT, (3) A SYSTEM FOR CLASSIFYING ARTICLES BY THEIR CONTENT, (4) A BIBLIOGRAPHY OF ARTICLES DEALING WITH CONCEPT LEARNING FROM 51 JOURNALS PUBLISHED IN 1950--1967, AND PUBLICATIONS OF THE WISCONSIN R AND D CENTER FOR COGNITIVE LEARNING, AND (5) A LIST OF BIBLIOGRAPHIC ENTRIES GROUPING THE ARTICLES ACCORDING TO THE CLASSIFICATION SYSTEM. (AUTHOR)

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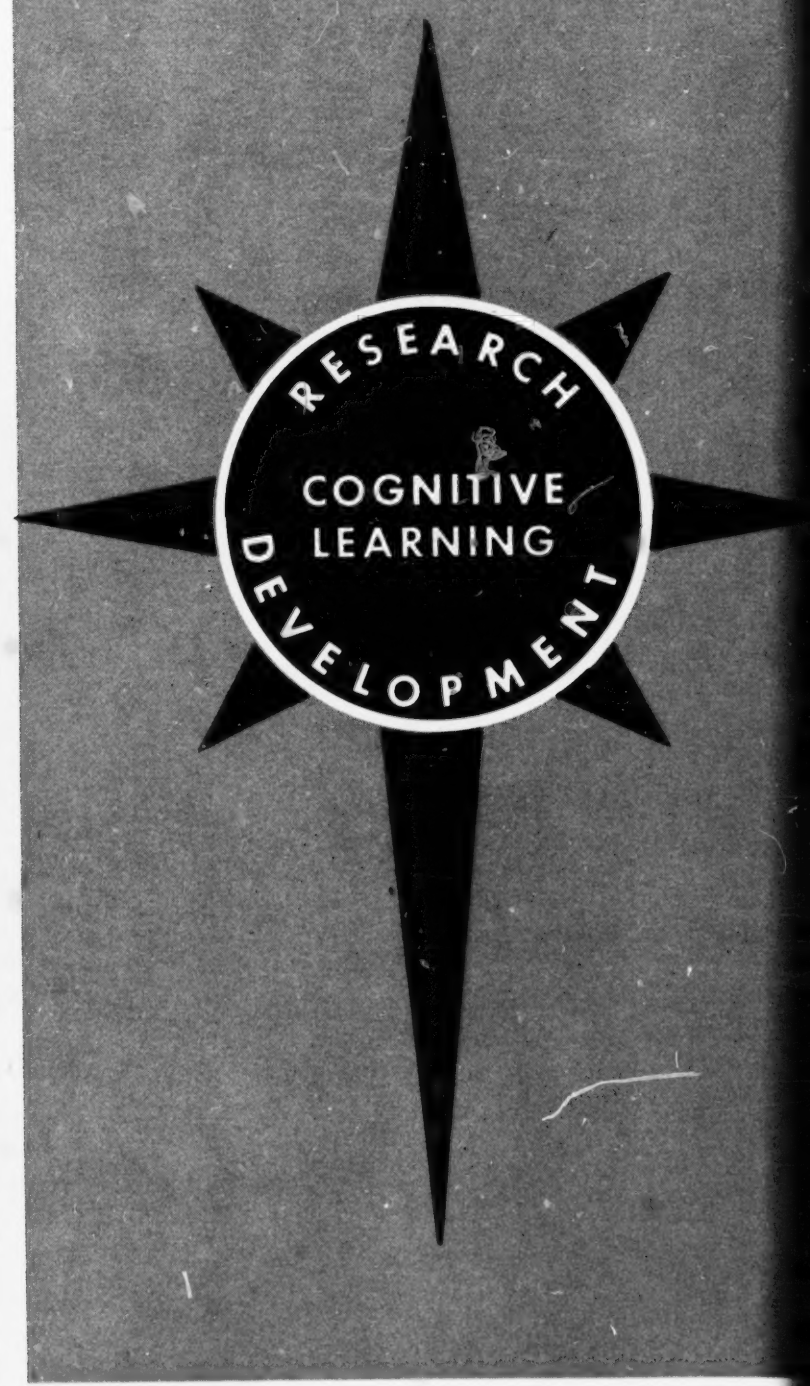

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CONCEPT LEARNING:

A BIBLIOGRAPHY, 1950-1967

Herbert J. Klausmeier, Barbara E. Sterrett, Dorothy A. Frayer,
Susan B. Lewis, Vincent W. Lee, James L. Bavry

Report from the Project on Situational Variables
and Efficiency of Concept Learning
Herbert J. Klausmeier and Robert E. Davidson, Principal Investigators

Wisconsin Research and Development
Center for Cognitive Learning
The University of Wisconsin
Madison, Wisconsin

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STATEMENT OF FOCUS

The Wisconsin Research and Development Center for Cognitive Learning focuses on contributing to a better understanding of cognitive learning by children and youth and to the improvement of related educational practices. The strategy for research and development is comprehensive. It includes basic research to generate new knowledge about the conditions and processes of learning and about the processes of instruction, and the subsequent development of research-based instructional materials, many of which are designed for use by teachers and others for use by students. These materials are tested and refined in school settings. Throughout these operations behavioral scientists, curriculum experts, academic scholars, and school people interact, insuring that the results of Center activities are based soundly on knowledge of subject matter and cognitive learning and that they are applied to the improvement of educational practice.

This Technical Report is from the Situational Variables and Efficiency of Concept Learning Project in Program 1. General objectives of the Program are to generate new knowledge about concept learning and cognitive skills, to synthesize existing knowledge, and to develop educational materials suggested by the prior activities.

Contributing to these Program objectives, the Concept Learning Project has the following five objectives: to identify the conditions that facilitate concept learning in the school setting and to describe their management, to develop and validate a schema for evaluating the student's level of concept understanding, to develop and validate a model of cognitive processes in concept learning, to generate knowledge concerning the semantic components of concept learning, and to identify conditions associated with motivation for school learning and to describe their management.

ACKNOWLEDGMENTS

This report represents the work of many persons over a span of approximately four years. The bibliography (Technical Report No. 1) published in 1965 contained articles on concept learning and problem solving from journals in the years 1950 through 1964. J. Kent Davis, James G. Ramsay, Wayne C. Fredrick, and Mary H. Davies took much of the responsibility for compiling the report, under the direction of Professor Herbert J. Klausmeier. They were assisted in searching the journals by Carin Cooper, William L. Goodwin, Daniel Lynch, Deborah M. Stewart, Suzanne Wiviott, and Danny G. Woolpert.

The present publication incorporates information presented in the earlier report including the bibliographic entries of articles related to concept learning. Since that publication, Barbara Kennedy, Joy Kaiser, David Todd, Susan Lewis, and Barbara Sterrett have been involved in searching journals published after 1964.

The addition of a section classifying articles by subject matter was suggested and developed by Dorothy Frayer and Elizabeth Schwenn. They also assisted with problems that arose during the task of searching and classifying, and made recommendations for the revision of the earlier edition.

The computerization was carried out under the direction of James Bavry, with Vincent Lee assuming programming responsibilities. The immense job of keypunching was ably handled by Penny Gilbert.

The authors acknowledge the contributions of the above but assume responsibility for the contents of the present report.

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ABSTRACT

The contents of this report are designed to aid the researcher concerned with concept learning. This publication contains (1) rationale and strategy for compiling the bibliography, (2) a definition of the word concept, (3) a system for classifying articles by their content, (4) a bibliography of articles dealing with concept learning from 51 journals published in 1950–1967, and publications of the Wisconsin R and D Center for Cognitive Learning, and (5) a list of bibliographic entries grouping the articles according to the classification system.

I

INTRODUCTION

The purpose of this technical report is to present (1) a definition of concept, (2) a bibliography of articles dealing with concept learning, (3) a system for classifying articles by content into areas of interest to the researcher, and (4) a listing of bibliographic entries grouped according to this classification system. It is hoped that other researchers in the area of concept learning will inform the Center concerning the usefulness and completeness of this material.

One primary interest of the Wisconsin Research and Development Center is to extend knowledge about the learning and teaching of concepts. An important step in achieving this goal is review of the literature concerned with concept learning. Review of the literature and cataloging of the relevant articles began immediately after the Center was established in September 1964. The results of this endeavor were published in Technical Report No. 1 of the Wisconsin R & D Center (Klausmeier, H. J., Davis, J. K., Ramsay, J. G., Fredrick, W. C., and Davies, M. H., 1965). The 1965 publication also contained a bibliography of problem-solving articles.

The present publication is designed to update and expand the concept learning section of the earlier report. Along with updating the 1965 bibliography, a computerized system was developed for use in this and future revision tasks. The bibliography presented in this report was produced using a program written especially for the Center. The computerization will reduce the time lag between a relevant article's publication and its appearance as an entry in the bibliography.

Early in the task of cataloging articles, it became apparent that a definition of concept was needed in order to specify more exactly what was to be included in this domain. No definition of concept appeared adequate as a basis for organizing present knowledge and suggesting additional experiments. An attempt was made, therefore, to define concept in terms of its attributes. The definition of concept according to attributes, which is still in a formative stage, may be used by the psychological experimenter or the educational researcher to gain perspective for his own definition. The definition according to attributes may also be helpful in delimiting a highly significant field of investigation which is now characterized by semantic confusion. Section II of this report is devoted to the analysis of concept in terms of its characteristics.

The cataloging of literature began with an inspection of Psychological Abstracts and Education Index. It was found that not all journals containing relevant articles were reviewed by these indices. Thus, fifty-one journals (section III) were chosen for searching. A systematic and comprehensive search of these journals was carried out. The text of each article in all issues from 1950 through 1967 was examined to determine whether the article met all of the established criteria. For inclusion in the bibliography, the article was to (1) include the term(s) concept, concept formation, concept identification, concept attainment, or conceptual learning in either (a) the title, (b) a subheading, (c) an abstract of the article, or (d) the summary or conclusion; (2) be a controlled experiment or a theoretical article discussing and integrating empirical research; and (3) use human subjects.

A further delimitation of Criterion 1 was required. Articles concerned with "self-concept" were deemed irrelevant. Studies on the subject of "conservation" were included whether the word concept was explicitly stated or merely implicit. Piagetian-type experiments were almost always relevant, and hence many of them were included although they did not meet Criterion 1.

These criteria provided helpful guidelines but were not always adequate. Often the judgments of several searchers were necessary

before the question of inclusion or exclusion of an article could be resolved.

Concurrent with the task of reviewing and cataloging relevant literature, the development of a taxonomy of variables in concept learning was begun. The identification of these variables provided a framework for conducting long-term, programmatic research on concept learning and for organizing what was already known. The variables delineated (Klausmeier et al., 1965, pp. 7-8) were modified and incorporated into a classification system of topics which are of interest to concept learning researchers. The system, as presented in Section IV of this report, is subject to revision as experimentation progresses; revisions will be reflected in updated versions or supplements of the bibliography.

Section VI is comprised of an alphabetical list of concept learning articles which appeared in the specified journals during the period 1950-1967. This list and the Author Index should be helpful to a researcher who wishes to locate the work of a particular author.

Section VII lists the articles together according to topic. A researcher interested in one or a combination of these areas may easily identify the articles he needs to read. If his area of research is more specific than the areas outlined, his field of search will at least be narrowed.

This publication contains entries of articles dealing with concept learning from 1950 through 1967. It is anticipated that the bibliography will be updated through 1968 by April 1, 1969, after which semiannual supplements will be available. Requests for supplements or special listings should be addressed to the Dissemination Section of the R & D Center.

II
DEFINITION OF CONCEPT

Many people refer to a concept as an idea or abstraction and may, for clarification, give examples of concepts such as dog, numeral, sentence, and reading readiness. In line with the widespread practice of defining concepts by giving synonyms and examples, the preceding definition is acceptable for use with the general public.

In the psychological and educational literature one finds such definitions of concept as:

> The concept deals with the meaning an individual attaches to a word or other symbol, rather than with the mere fact that any given symbol is associated with any given object [Woodruff, 1951, p. 285].

> A concept may be regarded as a verbal habit-family formed usually on the basis of a class of stimulus objects having identical elements [Staats, 1961, p. 195].

> [A concept is the recognition of] a group of situations which have a resemblance or common element. We usually give a name or label to the group [Cronbach, 1954, p. 281].

> Concepts are learnings that permeate thinking [Russell, 1960, p. 323].

> . . . a concept exists whenever two or more distinguishable objects or events have been grouped or classified together and set apart from other objects on the basis of some common feature or property characteristic of each [Bourne, 1966, p. 1].

These excerpts of definitions indicate why one may become confused when attempting to delimit what is meant by concept. The term concept means many different things to many different individuals.

Objects and events may be put into the same category on the basis of their criterial attributes. The category is usually given a name. In turn, the word that represents the category may be defined in terms of the criterial attributes of the category. Such an approach may be used in deriving a definition of that class of learned behaviors represented by the word concept. Concepts have certain criterial attributes which differentiate them from other learning outcomes such as facts. Klausmeier and Goodwin (1966) listed some of these attributes which are now treated briefly at a higher level of conceptualization.

BASIS OF DEFINITION

Words are used to represent concepts. In order that words convey the same or a similar meaning to individuals, it is necessary that there be agreement about the realities for which the words stand. Scholars in a discipline whose knowledge of the concepts is most complete use at least three bases for defining concepts.

First, concepts may be defined in terms of their intrinsic dimensions or attributes. These dimensions or attributes are abstracted as being alike or the same in otherwise dissimilar objects and thus define the concept from an objective point of view. For example, the attributes which allow some objects to be classified as oranges and others as lemons are size, color, shape, and taste. Similarly, the attributes useful in defining or putting many objects into the two classes squares and equilateral triangles are number of sides and length of sides. Living and nonliving things have been studied by naturalists and scientists. On the basis of observed attributes these things have been given names, assigned to classes, and organized into taxonomic systems—for example, the animal kingdom, the plant kingdom, the solar system, and the table of chemical elements.

Second, definition may be based on the use of the objects. For example, corn oil, strawberries, and beefsteak vary markedly according

to intrinsic properties, but all are categorized as food. Some scholars consider use as an intrinsic property of an object and therefore do not differentiate between the first and second bases of definition. Definition of concepts in terms of the use made of objects and ideas, however, is generally more tentative and culturally bound than is definition in terms of intrinsic properties. For example, more people properly classify pigs and cows as animals than pork and beefsteak as food.

Third, concepts may be defined in terms of behaviors or operations rather than attributes. This type of definition is prevalent in the behavioral sciences where many of the phenomena dealt with are internal processes that have no readily identifiable attributes. Examples of behavioral definitions of terms are the following: "Intelligence is the composite behavior measured by a test of general intellectual ability." "Hunger drive is an internal condition of the animal expressed as a linear function of the amount of time elapsed since food intake." Behavioral definitions are precise but different scholars may offer varying definitions for a given word.

In the preceding paragraphs, we have seen that concepts, as represented in words and other symbols may be defined in terms of the observable attributes of objects or events, the uses made of them, or behaviors which permit inference of a concept. It is not the purpose here to treat the certainty of knowledge in various fields in terms of the methods used for defining concepts. Rather, the point is made that one attribute of concept is definability. Experts who know most about a discipline should be able to indicate the main concepts of the discipline, state the bases of definition, and arrange them according to preciseness of definition.

STRUCTURAL CHARACTERISTICS

Four important aspects of concept structure are the complexity of the attributes comprising the concept, the rules by which the attributes are joined to form the concept, the number of attributes joined, and the mode in which the examples of the concepts are experienced.

One way to look at the structure of concepts is in terms of what is joined. Think of the letters of the alphabet as units; of words like fish and fruit as representing classes; of words being joined into sentences by syntactical rules to express relations; and of relations being joined together in paragraphs to comprise systems that may be useful in describing, explaining, and the like. As one goes higher up the scale from units to classes to relations, the concepts become more complex. Being joined eventually are concepts into more complex concepts that some persons call generalizations, principles, or even theoretical statements.

A second characteristic of the structure of concepts is the type of rule by which the attributes are joined. Think of the concepts represented by the words red, mammal, baseball strike, and older. They differ in the number of attributes and the rules by which the attributes are joined. Red is a simple, affirmation-type concept comprised of one dimension. Animals that manifest three attributes simultaneously or conjunctively—warm-blooded, mammary glands, bear young—are classified as mammals. A strike in baseball represents a concept where attributes are joined by a disjunctive rule, and/or. A strike may be a ball thrown in the strike zone and called by the umpire, or it may be a pitch swung at and missed, or it may be a foul tip. A five-year-old child is older than one of four years but younger than one of six. This is a relational-type concept. These are only a few of the rules for joining the attributes of concepts and for joining simple concepts to form more complex concepts.

The number of attributes comprising a concept varies widely. Colors such as red and blue have only one dimension. Mammals have many attributes. Many subconcepts may be joined and relationships expressed among them as in the system by which vertebrates are put into various subclasses. In general, the greater the number of items joined, the more complex (and difficult to learn) is the concept.

The attributes of concepts may be represented in various forms. Words are being used here. Some attributes may be observed directly in figural content; that is they may be seen or heard as they actually exist. Some may also be manipulated or acted upon physically. The attributes of the concept emotion are perceived internally. Thus, attributes may not be equally available or open to the senses.

In summary, the structure of a concept is determined by the complexity of its attributes, the rule joining the attributes, the number of attributes, and the form in which instances of the concept are experienced. Concepts comprised of one or two attributes that may be directly observed in instances of the concept are least complex, or difficult, and may be learned early in life. Concepts comprised of several subconcepts that are joined by disjunctive rules, and that are represented only in words or other sym[illegible], are most complex.

PSYCHOLOGICAL MEANINGFULNESS

Experts in a subject field might agree about the basis of definition, structure, and other dimensions of many concepts in the field. This agreement, however, would not indicate that all individuals possess the same concepts. Thus another dimension of concepts is individual, or phenomenological. Here there are two main concerns: (1) differences regarding the same concept among individuals and (2) changes that occur with increasing maturation and learning within the individual regarding the same concept.

Individuals of the same age vary widely in the accuracy and completeness of their concepts. For example, first-grade children's concepts of reading, school, and time vary considerably as a result of differing environmental and biological factors. Similarly, there is great variability among teachers' concepts of reading readiness, individualization of instruction, and pupil-teacher planning. Differences among individuals in the accuracy and completeness of concepts are well documented.

Children's ability to conceptualize changes with age. According to Piaget, the changes are qualitative; that is, at successive stages that can be very roughly identified with age, distinct changes occur in the kind of mental operations that children can perform.

Bruner has transplanted Piaget's ideas, developed in Europe, to the American setting. According to Bruner, the growing human being has three means of acting upon his environment: through direct action, through imagery, and through language. Individuals not only act upon the environment through these means but have appropriate internal counterparts in the central nervous system for representing sensory-motor acts, percepts, and thoughts. These internal representational schemes are designated enactive, iconic, and symbolic. In early life the child proceeds in this sequence. He apparently first acts upon objects, or manipulates them (enactive representation), before developing a mental image (iconic) of them, and then later associating names with the objects (symbolic). Although this sequence is typical of early life, one does not stop transacting with the environment through action and imagery. The enactive and iconic modes continue throughout life. However, with the development of language, one increasingly deals with his environment at the symbolic level.

Like Piaget, Bruner (1964) stated that enactive and iconic representation are characterized by immediacy. Objects and events in the immediate environment are represented in the cognitive structure. With language development comes the ability to represent experiences in words. This act in turn releases one from immediate transactions with the environment. Language also permits combinatorial mental operations in the absence of what is represented. Thus, higher-order productive thinking is possible and enables one to interconnect and organize experiences into increasingly inclusive and abstract hierarchies.

UTILITY

Of what value is it to have learned a concept? Bruner, Goodnow, and Austin (1956) have outlined five uses or functions of concepts. First, concepts serve to reduce environmental complexity by allowing classification into superordinate categories. Second, concepts are means by which environmental objects and events are identifed. Third, concepts reduce the necessity of continual relearning by providing easily recallable class labels. Fourth, concepts provide direction for instrumental activity. Fifth, concepts permit ordering and relating classes of objects and events.

Not all concepts are equally useful or equally applicable to many situations. As pointed to previously in the discussion of structure, concepts can be ordered hierarchically according to the number and complexity of attributes that are joined the rules for joining them, and the mode in which they are represented. Concepts at a high level function in more situations than those at lower levels in the hierarchy. For example, the concepts of plant and animal function in more situations than do those of tree and bird, respectively.

Most learning theorists in the previous decades have defined concepts in terms of only one or two of the characteristics of concepts discussed here. This discussion reflects the growing interest for studying concept learning in depth. It is hoped that this discussion will provide some direction for the researcher involved in the study of concept learning, by suggesting areas in which investigation is needed.

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III
LIST OF PUBLICATIONS SEARCHED

JOURNALS

Abbreviations accompanying the journal titles are those which appear in the bibliography.

Journal Title	Abbreviation
Acta Psychologica	Acta Psychol.
American Journal of Mental Deficiency	Amer. J. Ment. Defic.
American Journal of Psychology	Amer. J. Psychol.
American Psychologist	Amer. Psychol.
American Sociological Review	Amer. Sociol. Rev.
Annual Review of Psychology	Annu. Rev. Psychol.
Behavioral Science	Behav. Sci.
British Journal of Educational Psychology	Brit. J. Educ. Psychol.
British Journal of Psychology	Brit. J. Psychol.
Canadian Journal of Psychology	Canad. J. Psychol.
Child Development	Child. Develpm.
Childhood Education	Childh. Educ.
Education	Educ.
Educational and Psychological Measurement	Educ. Psychol. Measmt.
Elementary School Journal	Elem. Sch. J.
Genetic Psychology Monographs	Genet. Psychol. Monogr.
Harvard Educational Review	Harv. Educ. Rev.
*Journal of Abnormal and Social Psychology	J. Abnorm. Psychol.
Journal of Applied Psychology	J. Appl. Psychol.
Journal of Clinical Psychology	J. Clin. Psychol.
Journal of Comparative and Physiological Psychology	J. Comp. Physiol. Psychol.
Journal of Consulting Psychology	J. Consult. Psychol.
Journal of Educational Psychology	J. Educ. Psychol.
Journal of Educational Research	J. Educ. Res.
Journal of Experimental Child Psychology	J. Exp. Child Psychol.
Journal of Experimental Education	J. Exp. Educ.
Journal of Experimental Psychology	J. Exp. Psychol.
Journal of Experimental Research in Personality	J. Exp. Res. Per.
Journal of Experimental Social Psychology	J. Exp. Soc. Psychol.
Journal of General Psychology	J. Gen. Psychol.
Journal of Genetic Psychology	J. Genet. Psychol.
Journal of Nervous and Mental Disease	J. Nerv. Ment. Dis.
Journal of Personality	J. Pers.
Journal of Personality and Social Psychology	J. Pers. Soc. Psychol.

*(since 1965 is Journal of Abnormal Psychology)

Journal of Psychology	J. Psychol.
Journal of Research and Development in Education	J. Res. Developm. Educ.
*Journal of Research in Science Teaching	J. Res. Sci. Teach.
Journal of Social Psychology	J. Soc. Psychol.
Journal of Verbal Learning and Verbal Behavior	J. Verbal Learn. Verbal Behav.
Organizational Behavior and Human Performance	Org. Behav. Hum. Perform.
Perceptual and Motor Skills	Percep. Mot. Skills
Psychological Bulletin	Psycho. Bull.
Psychological Monographs: General and Applied	Psychol. Monogr.
Psychological Record	Psychol. Rec.
Psychological Reports	Psychol. Rep.
Psychological Review	Psychol. Rev.
Psychonomic Science	Psychon. Sci.
Quarterly Journal of Experimental Psychology	Quart. J. Exp. Psychol.
Review of Educational Research	Rev. Educ. Res.
Scandanavian Journal of Psychology	Scand. J. Psychol.
Science Education	Sci. Educ.

*Journal of Research in Science Teaching, Volume 5, issues 2–4 are in press.

PUBLICATIONS OF THE R & D CENTER

Publication Title	Abbreviation
Technical Report	Wis. R & D Cent. Cog. Learn. Tech. Rep.
Theoretical Paper	Wis. R & D Cent. Cog. Learn. Theo. Pap.
Working Paper	Wis. R & D Cent. Cog. Learn. Work. Pap.
Practical Paper	Wis. R & D Cent. Cog. Learn. Pract. Pap.

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IV
CLASSIFICATION SYSTEM

The following classification system was developed to facilitate use of the bibliography. The categories of the system are the topics and variables which may be of interest to the concept learning researcher. Each article listed in the bibliography was read and placed in all appropriate categories.

First, experimental studies were classified according to the age of subjects employed. For each article reporting empirical research, the age category of the subjects was noted in the bibliographic entry.

Second, variables studied in a particular experiment were noted. Studies which compared subjects differing on characteristics such as mental age, achievement, cognitive style, etc. were listed under the appropriate Subject Variable heading. Experiments manipulating conditions of learning such as type of instructions, pretraining, feedback, etc. were listed under the relevant Learning Situation topic. When variables dealing with the nature of this learning task itself were studied, the article was listed under the applicable Task Variable classification. Research dealing with the nature of a concept were listed under a Concept Relationships heading.

Third, articles and studies relevant to classroom learning were categorized under Academic Areas into subject matter fields such as reading, mathematics, etc.

Fourth, studies employing atypical subjects such as the mentally retarded or emotionally disturbed were noted under the section Abnormal Subject Characteristics.

Fifth, experiments designed to elucidate concept learning phenomena such as discrimination, transfer, etc. were listed under the appropriate topic in the Processes and Phenomena section, as well as under the variables manipulated.

Finally, articles dealing with recurrent topics such as computer simulation, factor analysis, and Piagetian theory were listed together under Specific Interests.

Although it was impossible to list or even determine every area that might be useful to a researcher, these classifications should assist in his search of the literature.

SUBJECT AGE

PS - preschool age including nursery

ES - elementary school age including kindergarten

SS - secondary school age

AD - adults including college students

SUBJECT VARIABLES

Mental age differences

Achievement differences

Cognitive style differences

Age or grade differences

Sex comparisons

Physical characteristic differences

Affective characteristic differences

Socioeconomic status differences

Pre-experimental training differences

Anxiety level differences

LEARNING SITUATION VARIABLES

Instructions, information or teaching method differences

Type and/or amount of pretraining and/or training differences

Type and/or amount of reward and/or feedback varied

Distraction or stress differences

TASK VARIABLES

Sequence of stimuli varied

Number of relevant or irrelevant dimensions varied

Variations within dimensions defining the concept

Comparison between dimensions defining the concept

Number of positive and/or negative instances varied

Number of instances varied

Method of presentation of stimuli varied

Sensory mode of presentation of stimuli varied

Shifts or concept switching

Learning Set

Differences in mode of response

Differences in number of response categories

Redundancy of information

CONCEPT RELATIONSHIPS

Rules

Associative Rank and Dominance

Similarity

ACADEMIC AREAS

Language Skills

Reading

Mathematics

Social Studies

Science

ABNORMAL SUBJECT CHARACTERISTICS

Cognitive disabilities

Physical disabilities

Affective disabilities

PROCESSES AND PHENOMENA

Discrimination

Generalization

Mediation

Transposition

Transfer

Memory

Strategies and Hypothesis Testing

Probability Matching

Conservation

SPECIFIC INTERESTS

Review of literature and discussions

Discussions for classrooms

Piaget theory and methodology

Apparatus description and development

Instrument description and development

Computer simulation

Models

Factor analysis

Semantic differential

V

FORM OF BIBLIOGRAPHIC ENTRIES

The following sections of the report were produced by computer printout, necessitating some deviations from standard bibliographic form. Journal titles are abbreviated; volume numbers are not in boldface; issue numbers and whole numbers when applicable follow volume numbers and are separated from them by a slash. There is a limit to the characters available and thus the following substitutions were made:

	Symbol Used
Apostrophe	*
Colon	,
Quotations marks	/ /

Because of space limitations, entries of articles authored by more than three persons contain only the first three authors followed by "et al." When more than one bibliographic entry for a single author appears, the entries are alphabetized by title rather than ordered by years.

In Section VII, the listing according to classification system, the categories are arranged in alphabetical order. Within each category, articles are arranged alphabetically by author.

VI
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